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AUTHOR Zachok, Ann E.
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ABSTRACT

A study examined whether first-grade children comprehended less-familiar vocabulary from four "Mother Goose" nursery rhymes and whether the children used auditory context clues and/or visual illustrations to comprehend unknown vocabulary in the nursery rhymes. Subjects, 40 children from suburban areas and 40 children from urban areas, completed a questionnaire administered individually. Results indicated that 36% of the 11 words in the questionnaire were unknown by 70% or more of the children. Results also indicated that a number of the children attempted to use the context of the rhyme and/or the illustrations to assist with their comprehension, but their understanding of these words was limited. Findings suggest that while children enjoy the rhyme and rhythm of nursery rhymes, they have incomplete or poor knowledge of their meanings. (Twenty-six tables of data are included; 29 references, the text of the 4 nursery rhymes, and the survey instrument are attached.) (RS)

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Nursery Rhyme Vocabulary - Comprehension and Interpretation Among First Grade Children

Presented to
Dr. Albert Mazurkiewicz

In Partial Fulfillment
of the Requirements
for a
Master of Arts
Degree in Reading
at
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by

Ann E. Zachok

May 1992

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Abstract

This study involved the use of four familiar Mother Goose nursery rhymes: "The House That Jack Built", "Mary Had a Little Lamb", "Little Miss Muffet", and "Little Bo Peep". Survey questionnaires were created with an attempt to determine whether first grade children comprehended less familiar vocabulary from nursery rhymes. An attempt was also made to determine whether these children used auditory context clues and/or visual illustrations to comprehend unknown vocabulary in nursery rhymes.

Each child was surveyed on an individual and completely anonymous basis. Students were surveyed from urban and suburban areas. Recognition of words in isolation varied with only two and one half percent recognizing tattered and with thirty percent recognizing fleeting. A number of children in the sample attempted to use the context of the rhyme and/or the illustrations to assist with their comprehension of these unfamiliar words, but the understanding of the meaning of the words was limited to three words by sixty, seventy-five and eighty-two and one half percent, respectively. It would appear that while the children enjoy the rhyme and rhythm of nursery rhymes, they have incomplete or poor knowledge of their meanings.

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I would like to thank the schools who participated in this survey by allowing me access to their first grade classes. Special thanks to the teachers whose classes were disrupted while I was there to survey their children.

I, also, wish to thank all of the wonderful, enthusiastic children who I met while completing these surveys, for without them, this thesis would never have been possible. They made the task exciting and so very enjoyable.

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Without a doubt, the single greatest accomplishment of a primary level child is success in acquiring the skills involved in learning to read and learning to comprehend what is read. Sheppard states that "promoting children's confidence of reading capabilities stimulates a motivation to read more." (Sheppard, 1982, p. 4)

> "Children learn to speak with little apparent difficulty from their experience with oral language. No one directly sets out to teach children to speak; children are surrounded by oral language and they learn to speak. The richer the surroundings, the richer the language that is learned." (McCracken, 1980, p. 3)

Right after a child's first utterances of language, they begin to learn Mother Goose rhymes, chants and finger plays. Nursery rhymes have been in existence for generations in many cultures.

> Chaparro reports that "nursery rhymes and jingles are found in the oral tradition of cultures throughout the world. . . . They provide us with a link between the generations and, thus, are a significant part of our literary tradition." (Chaparro, 1979, p. 256)

"Nursery rhymes are an almost universal part of young English-speaking children's lives." (Bryant, 1989, p. 407) In the United States alone, they have been in print for over two hundred years, according to Sheppard. If anyone were to look at Mother Goose rhymes and poetry currently on the shelves in bookstores and libraries, they would find many current editions with recent copyright

dates. What better than this evidence could illustrate the continued popularity of nursery rhymes and verse in general.

> Chaparro argues that "initially rhymes are best shared with students without any visual stimuli, either print or picture. It is primarily the sounds, rhymes and personal images created by the rhymes that we want to share with our children. . . . We can create our interpretations of the sense and nonsense of the rhymes through the images we produce while listening and chanting." (Chaparro, 1979, p. 257)

Although many students can orally recite nursery rhymes before they enter school, do they really comprehend the rhyme itself? Is it necessary to teach all words in context and in isolation in order for a student to understand a rhyme? Do students use context or even illustrations to assist with their comprehension of a rhyme?

There is substantial evidence that nursery rhymes and poetry are a valuable asset when it comes to teaching reading skills to children. Since many children come to school with the ability to recite some simple verse and/or nursery rhymes, educators should not overlook the use of these early learning experiences as a way to help students transfer using only oral language to print media and the visual, written word.

Oral knowledge of the words in these rhymes, to the point where a child can recite them verbatim does not, in

any way, imply comprehension of the rhyme. They are a good tie-in to the printed word because the students already have a verbal knowledge of the word. Learning the printed word now has a purpose.

Some questions arise from this issue, however. Is there any significant additional benefit for a student to learn each word in isolation prior to, or in conjunction with, learning it in context? Can a student identify the meaning of a given word through the context of the text line or rhyme and thus comprehend the passage without having had prior contact or instruction with the isolated word?

Hypothesis

For the purpose of this study, it was hypothesized that there is no significant benefit from learning the meaning of each word of a rhyme to understand the rhyme and that students do not use context and illustrations efficiently to understand unknown words.

Delimitations

This study will be limited to eighty grade one children. There will be forty children from one urban district and forty children from one suburban district. Each child will be surveyed individually and anonymously.

Assumptions

The first grade children surveyed will answer honestly and to the best of their ability. School

districts will cooperate and provide the data needed to complete this survey. Schools also will allow time to pull children, from class, to participate in this survey.

Procedures

A survey sheet was prepared (see appendix) and enough copies were duplicated to allow for a separate sheet for each child. Letters requesting schools to allow their students to be surveyed on an individual but anonymous basis were prepared and sent to many public school districts and parochial schools in both urban and suburban areas.

Once permission was granted, arrangements were made with the various schools, to visit, to conduct the survey. Once in the school, the childre were taken aside and questioned individually.

The subjects of this survey were grade one children from both urban and suburban settings. Both public and parochial schools were included. There were a total of eighty surveys completed; forty urban and forty suburban children. Once the surveys were completed the results were recorded, tallied, evaluated and analyzed.

Results

Table I illustrates the specific data pertaining to the type of population surveyed. This data shows the gender, age ranges, primary home language, and previous exposure to nursery rhymes. The numbers from this table

are the actual numbers and have not been converted to percentages.

The data from Table I illustrates some rather interesting and unique results. Fifty-five percent or twenty-two of the urban samples were male and forth-five percent or eighteen were female. These numbers, also, identically correspond to the suburban population. Although this is a rather unusual outcome, it was the result of pure coincidence. It can be seen from Table I

Table I

Description of the Population

Data	Urban	Suburban
1. Gender:		
Male	22	22
Female	18	18
2. Age:		
Below 6-1	0	0
6-1 - 6-3	6	2
6-4 - 6-6	11	8
6-7 - 6-9	9	5
6-10 - 7-0	6	12
7-1 - 7-3	5	9
7-4 - 7-6	1	2
7-7 - 7-9	2	1
7-10 - 8-0	0	1
3. Primary Home Language:		
English	26	39
Other	14	1
4. Previous Exposure to Nursery Rhymes:		
Yes	16	24
No	24	16

that there were more males in both the urban and suburban population than there were females.

Another factor which was important to this study was the chronological age of each child surveyed. This data was recorded in years and months in an attempt to categorize each age as accurately as possible. Although there were children from both urban and suburban areas whose ages fell within almost every age category, the ages of fifty percent of the urban children surveyed fell between 6-4 through 6-9 years of age whereas fifty-two and one half percent of the suburban children's ages fell between 6-10 through 7-3 years of age. This shows that generally fifty percent of the urban children surveyed were from three to six months younger than the suburban children surveyed.

Still another pertinent factor which needed to be considered was that of each child's primary home language. In the urban areas, sixty-five percent or twenty-six children spoke English as their primary home language. Thirty-five percent or fourteen children spoke a language, other than English, at home. The data was significantly different for the suburban children surveyed. Here ninety-seven and one half percent or thirty-nine children spoke English at home as their primary language. Only two and one half percent or one child spoke another language at home other than English.

Another factor taken into consideration was whether or not any of the children had previous exposure to and experience with nursery rhymes. In the urban areas, forty percent or sixteen children demonstrated knowledge of nursery rhymes; sixty percent or twenty-four children had no previous experience with nursery rhymes. In the suburban areas, however, the numbers for this statistic were exactly the reverse of the urban numbers. Sixty percent or twenty-four children demonstrated previous knowledge of nursery rhymes and forty percent or sixteen children had no previous experience with nursery rhymes. Another interesting factor about this data is that exactly fifty percent or forty children of the entire population surveyed exhibited previous knowledge of nursery rhymes and exactly fifty percent or forty children did not.

Table II illustrates the percentages of correct responses when the children were asked to identify and pronounce each of eleven words in isolation.

The data in Table II shows that there were no drastic, significant differences between the urban and suburban children when they were asked to pronounce each word in isolation. In the urban areas, the children scored slightly higher percentages on pronouncing the word fleece, tuffet, curds, and crook, whereas, the suburban children scored slightly higher percentages on pronouncing malt, tattered, lingered, whey, and fleeting. Both the

Table II

Nursery Rhyme Vocabulary
Percentage Correct Responses

Words In Isolation
Pronunciation

Word	Urban	Suburban	Total
1. malt	5.00	7.50	6.25
2. crumpled	7.50	7.50	7.50
3. tattered	0.00	5.00	2.50
4. fleece	7.50	5.00	6.25
5. lingered	2.50	5.00	3.75
6. tuffet	10.00	15.00	12.50
7. curds	12.50	7.50	10.00
8. whey	15.00	25.00	20.00
9. bleating	15.00	15.00	15.00
10. fleeting	27.50	32.50	30.00
11. crook	30.00	20.00	25.00

urban and suburban scores were identical for the words crumpled and bleating.

The total percentages for correct responses illustrates some rather unique statistical data. The word which the children pronounced correct least often was tattered with a total of two and one half percent correct responses. The word which was pronounced correctly most often was fleeting with a total of thirty percent. Even though fleeting was the word which was most often pronounced correctly, only thirty percent of the total children from both the urban and suburban populations were able to pronounce it. This is less than one third of the total responses. All other scores fell below this one.

Table III illustrates the percentages of correct responses when children were asked to define each word, in turn, after being given the correct pronunciation of them.

Table III

Nursery Rhyme Vocabulary
Percentage Correct Responses

Words In Isolation
Definition

Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	60.00	60.00	60.00
3. tattered	0.00	0.00	0.00
4. fleece	2.50	2.50	2.50
5. lingered	0.00	0.00	0.00
6. tuffet	0.00	0.00	0.00
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	0.00	0.00	0.00
10. fleeting	0.00	0.00	0.00
11. crook	65.00	77.50	71.25

Table III shows almost no difference in responses between the urban and suburban children. Of the eleven words used in the survey, the only words which elicited any correct responses were crumpled, fleece and crook. Since the words, at this stage, are still in isolation, a correct response was credited as long as the child was able to provide a correct definition of the word. Sixty percent of both the urban and suburban children were able to correctly define the word crumpled. Two and one half percent of both the urban and suburban children were able to correctly define fleece. Sixty-five percent of the

urban children and seventy-seven and one half percent of the suburban children were able to provide a correct definition of the word crook. All remaining words yielded no correct responses. These words were malt, tattered, lingered, tuffet, curds, whey, and bleating.

Table IV illustrates the percentages of correct responses when each rhyme, in turn, was read orally to the child and the child was asked to, once again, explain the meaning of each word.

Table IV

Nursery Rhyme Vocabulary
Percentage Correct Responses

Words In Context
Auditory

Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	40.00	72.50	56.25
3. tattered	2.50	27.50	15.00
4. fleece	47.50	62.50	55.00
5. lingered	20.00	50.00	35.00
6. tuffet	0.00	0.00	0.00
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	25.00	45.00	35.00
10. fleeting	12.50	40.00	26.25
11. crook	25.00	37.50	31.25

Table IV shows the percentage of correct responses when the children actually received the words in context for the first time. These scores show interesting results. There were only seven words which the children could define using the context of the rhyme. They were:

crumpled, tattered, fleece, lingered, bleating, and crook. There was, at least, a twelve percent difference, on these words, between the urban and suburban scores. The suburban percentages were higher each time. For the words malt, tuffet, curds, and whey, there were no correct responses.

Generally, the word crumpled received the highest percentage of total correct responses; however, this word yielded only a fifty-six and one quarter percent total correct score.

Table V illustrates the percentages of correct responses when each rhyme, in turn, was read orally to the child along with showing the illustration for each rhyme.

Table V

Nursery Rhyme Vocabulary
Percentage Correct Responses

	Words In Context Auditory & Visual		
Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	40.00	80.00	60.00
3. tattered	17.50	42.50	30.00
4. fleece	60.00	90.00	75.00
5. lingered	22.50	50.00	36.25
6. tuffet	20.00	52.50	36.25
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	32.50	40.00	36.25
10. fleeting	22.50	45.00	33.75
11. crook	70.00	95.00	82.50

The child was then asked to, once again, explain the meaning of each word.

Table V shows the percentages of correct responses when the children were asked to use the auditory context of the rhyme in conjunction with the illustration. There were eight of the eleven words where correct responses were received by some of the children. These words were crumpled, tattered, fleece, lingered, tuffet, bleating, fleeting, and crook. Although both urban and suburban children were able to define these words correctly using the context clues and the illustrations, the suburban scores were anywhere from seven and one half percent to forty percent higher. The words malt, curds, and whey still had no correct responses.

Table VI illustrates the percentages of correct responses for each of the five points when children were asked to interpret and explain the nursery rhyme "The House That Jack Built" using only auditory context clues.

Five main points from the rhyme "The House That Jack Built" were selected. The explanations of this rhyme using only auditory context clues were tallied according to these five points. Table VI shows the percentage of correct responses for each of the five points. For points one, two, and three, there is very little percentage difference between the urban and suburban scores. Point four received no correct responses from the urban children

Table VI

Nursery Rhyme Vocabulary
Percentage Correct Responses

The House That Jack Built
Auditory

Points	Urban	Suburban	Total
1. This is the house that Jack built	70.00	75.00	72.50
2. This is the cat who killed the rat that ate the malt	27.50	30.00	28.75
3. This is the dog that worries the cat	12.50	15.00	13.75
4. This is the maiden who milks the cow with the crumpled horn	0.00	2.50	1.25
5. This is man all tattered and torn who kissed the maiden all forlorn	0.00	0.00	0.00

but received two and one half percent of correct responses from the suburban population. Point five received no mention at all from any child.

Table VII illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "The House That Jack Built" using both the auditory context clues and the visual illustrations.

Table VII shows the percentage of correct responses when the children were asked to explain the rhyme "The House That Jack Built" using the auditory context clues along with the visual illustrations. The same five points

Table VII

Nursery Rhyme Interpretation
Percentage Correct Responses

The House That Jack Built
Auditory With Visual

Points	Urban	Suburban	Total
1. This is the house that Jack built	87.50	95.00	91.25
2. This is the cat who killed the rat that ate the malt	40.00	55.00	47.50
3. This is the dog that worries the cat	17.50	25.00	21.25
4. This is the maiden who milks the cow with the crumpled horn	0.00	2.50	1.25
5. This is man all tattered and torn who kissed the maiden all forlorn	0.00	0.00	0.00

were cited as in Table VI. Points one, two, and three received correct responses from both urban and suburban children. In each case, however, the suburban scores were higher. Point four had no correct responses from the urban children and only two and one half percent correct responses from the suburban children. Point five received no mention.

Examining Tables VI and VII together, a pattern can be seen. In both cases, points one, two, and three received correct responses from both the urban and suburban children. The responses for Table VII, where the illustration was used, were higher than in Table VI on all

points. There was no change in responses for point four and point five received no mention in either case.

Table VIII illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "Mary Had a Little Lamb" using only auditory context clues.

Table VIII

Nursery Rhyme Interpretation
Percentage Correct Responses

Mary Had a Little Lamb
Auditory

Points	Urban	Suburban	Total
1. Mary had a little lamb; its fleece was white as snow	92.50	30.00	61.25
2. Everywhere that Mary went, the lamb was sure to go	35.00	30.00	32.50
3. It followed her to school one day, which was against the rules	90.00	90.00	90.00
4. It made the children laugh and play to see a lamb at school	15.00	15.00	15.00
5. The teacher turned it out but still it lingered near and waited patiently for Mary to appear	20.00	32.50	26.25

Five main points from the rhyme "Mary Had A Little Lamb" were selected. The explanations of this rhyme using only auditory context were tallied according to these five points. Table VIII shows the percentage of correct

responses for each of the five points. Each of these five points yielded correct responses from both urban and suburban children. Points one and two elicited higher percentage scores from urban children than from suburban children. The percentage scores for point two were five percent higher for the urban children than for the suburban children. For point three, however, both groups received the same percentage score of ninety percent correct responses. The percentage scores for point four were also the same for the urban and suburban children at fifteen percent each. Point five, however, received a lower percentage score for the urban children than the suburban children. The suburban score was twelve and one half percent higher than the urban score.

Table IX illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "Mary Had a Little Lamb" using both the auditory context clues and the visual illustrations.

Table IX shows the percentages of correct responses when the children were asked to explain the rhyme "Mary Had a Little Lamb" using the auditory context along with the visual illustration. The same five points were cited as in Table VIII. For points one through four, the urban percentage scores were from two and one half to twelve and one half percentage points higher. Point five, however,

Table IX

Nursery Rhyme Interpretation
Percentage Correct Responses

Mary Had a Little Lamb
Auditory With Visual

Points	Urban	Suburban	Total
1. Mary had a little lamb; its fleece was white as snow	97.50	87.50	92.50
2. Everywhere that Mary went, the lamb was sure to go	52.50	30.00	41.25
3. It followed her to school one day, which was against the rules	97.50	95.00	96.25
4. It made the children laugh and play to see a lamb at school	17.50	15.00	16.25
5. The teacher turned it out but still it lingered near and waited patiently for Mary to appear	22.50	35.00	28.75

yielded a higher percentage for the suburban score. This suburban score is twelve and one half percentage points higher than the urban score. It is also the only suburban score which is higher than the urban score.

Examining Tables VIII and IX together, a pattern can be seen. Although there is no real significant difference between the scores from each of these two tables, the percentage scores in Table IX are slightly higher.

Table X illustrates the percentages of correct responses for each of five points when children were asked

Table X

Nursery Rhyme Interpretation
Percentage Correct Responses

Little Miss Muffet
Auditory

Points	Urban	Suburban	Total
1. Little Miss Muffet sat on a tuffet	30.00	32.50	31.25
2. Eating her curds and whey	37.50	32.50	35.00
3. Along came a spider	52.50	52.50	52.50
4. Spider sat down beside her	15.00	30.00	22.50
5. Spider frightened Miss Muffet away	95.00	90.00	92.50

to interpret and explain the nursery rhyme "Little Miss Muffet" using only auditory context clues.

Five main points from the nursery rhyme "Little Miss Muffet" were selected. The explanations of this rhyme using only auditory context clues were tallied according to the five points. Table X shows the percentage of correct responses for each of the five points.

Although there were no real significant differences between the urban and suburban percentage scores, there were some differences. The scores for the urban children were slightly higher for points two and five whereas the suburban scores were slightly higher for points one and four. The scores for point three were identical. The scores between the two populations varied between two and one half to five percent.

Table XI illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "Little Miss Muffet" using both the auditory context clues and the visual illustrations.

Table XI shows the percentages of correct responses when the children were asked to explain the rhyme "Little Miss Muffet" using the auditory context clues along with the visual illustrations. The same five points were cited as in Table X. Generally there were no extreme differences between the urban and suburban scores. The urban scores for points two and three were slightly higher than those of the suburban population. The scores for points one, four and five were higher for the suburban population.

Table XI

Nursery Rhyme Interpretation
Percentage Correct Responses

	Little Miss Muffet Auditory With Visual			
	Points	Urban	Suburban	Total
1.	Little Miss Muffet sat on a tuffet	35.00	42.50	38.75
2.	Eating her curds and whey	40.00	35.00	37.50
3.	Along came a spider	62.50	60.00	61.25
4.	Spider sat down beside her	25.00	40.00	32.50
5.	Spider frightened Miss Muffet away	97.50	100.00	98.75

Examining Tables X and XI, it can be seen that the scores for the nursery rhyme explanations using the auditory context clues along with the visual illustrations are slightly higher than those where auditory context clues were used alone. This is a pattern that seemed to form with all of the nursery rhymes used in this survey.

Table XII illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "Little Bo Peep" using only auditory context clues.

Table XII

Nursery Rhyme Interpretation
Percentage Correct Responses

	Little Bo Peep Auditory		
Points	Urban	Suburban	Total
1. Little Bo Peep has lost her sheep and can't find them	92.50	90.00	91.25
2. Little Bo Peep falls asleep	20.00	35.00	27.50
3. She dreams she hears them bleating	37.50	35.00	36.25
4. When she awoke; found it a joke; they were still fleeting	5.00	30.00	17.50
5. She took her little crook; determined to find them	70.00	37.50	53.75

Five main points from the nursery rhyme "Little Bo Peep" were selected. The explanations of this rhyme were

tallied according to these five points. Table XII shows the percentage of correct responses for each of these five points. Generally, there was little significant difference between the urban and suburban population scores. There were some differences, however. The percentage scores for points one, three and five were higher for the urban children than for the suburban children whereas the scores for points two and four were higher for the suburban children. Point five had the largest significant difference, with a range between the urban and suburban scores of thirty-two and one half percent, with the urban score of seventy percent and the suburban score of thirty-seven and one half percent. The remaining scores showed less significant differences.

Table XIII illustrates the percentages of correct responses for each of five points when children were asked to interpret and explain the nursery rhyme "Little Bo Peep" using both the auditory context clues and the visual illustrations.

Table XIII shows the percentages of correct responses when the children were asked to explain the nursery rhyme "Little Bo Peep" using the auditory context clues along with the visual illustrations. The same five points were cited as in Table XII. Generally, the percentage scores in Table XIII were higher for the urban children than for the suburban children. The urban scores are higher for

Table XIII

Nursery Rhyme Interpretation
Percentage Correct Responses

Little Bo Peep
Auditory With Visual

Points	Urban	Suburban	Total
1. Little Bo Peep has lost her sheep and can't find them	97.50	95.00	96.25
2. Little Bo Peep falls asleep	27.50	40.00	33.75
3. She dreams she hears them bleating	40.00	37.50	38.75
4. When she awoke; found it a joke; they were still, fleeting	12.50	27.50	20.00
5. She took her little crook; determined to find them	77.50	45.00	61.25

points one, two and four while the suburban scores are higher for points three and five. The greatest significance between scores occurs in point five where there is a thirty-two and one half percentage point spread between the urban and suburban scores. Seventy-seven and one half percent of the urban children included this point in their explanation of the rhyme whereas forty-five of the suburban children included this point in their explanation of the rhyme. Point four has a fifteen percent spread between the two scores with the urban score of twelve and one half percent while the suburban score is twenty-seven and one half percent. There is also a twelve

and one half percent spread between the urban and suburban scores for point four. The urban score is twenty-seven and one half percent while the suburban score is forty percent.

Comparing Tables XII and XIII it can be seen that the scores in Table XIII, where the children based their rhyme explanations on the auditory context clues and the visual illustrations for the rhyme, are generally higher than in Table XII where they had to rely on the auditory context clues alone. There was only one score which elicited a lower percentage in Table XIII than in Table XII. The suburban score for point four in Table XII, where auditory context clues was used alone, was thirty percent. The percentage score for this same point in Table XIII, where the auditory context is given along with the visual illustrations, was twenty-seven and one half percent showing a two and one half percent difference.

The remaining tables in this study illustrate the compiled and tallied data for a subset of the entire survey population. This subset consists of the data for the children who demonstrated previous knowledge or experience with nursery rhymes only. This subset was created in an attempt to see if previous knowledge with nursery rhymes had any bearing on the scores.

Table XIV illustrates the specific data pertaining to the population subset consisting of those children who indicated and demonstrated prior knowledge of nursery rhymes. This data shows the gender, age ranges, primary home language, and previous exposure to nursery rhymes. The numbers from this table are the actual numbers and have not been converted to percentages.

Table XIV

Description of the Population Subset

Data	Urban	Suburban
1. Gender:		
Male	7	11
Female	9	13
2. Age:		
Below 6-1	0	0
6-1 - 6-3	4	1
6-4 - 6-6	3	7
6-7 - 6-9	4	2
6-10 - 7-0	3	7
7-1 - 7-3	1	5
7-4 - 7-6	1	1
7-7 - 7-9	0	1
7-10 - 8-0	0	0
3. Primary Home Language:		
English	12	24
Other	4	0

The data from Table XIV shows results as follows. Exactly fifty percent or forty children from the entire survey population demonstrated prior knowledge of nursery rhymes. Forty percent from this subset population or sixteen children were from the urban population while

sixty percent or twenty-four children were from the suburban population.

A total of forty-five percent or eighteen children from this subset were male and fifty-five percent or twenty-two children were female. Another factor taken into consideration and examined in conjunction with this subset was the chronological age of each child. Within the urban population the ages of all children fell within 6-1 and 7-6. The suburban population ages ranged from 6-1 through 7-9. Within the urban subset population, twenty-five percent of the children fell within the age range of 6-1 through 6-3. Another twenty-five percent fell within the age range of 6-7 through 6-9. Nineteen percent of the chronological ages from the urban population of this subset fell within the age range of 6-4 through 6-6. Another nineteen percent fell within the age range of 6-10 through 7-0. For the suburban population from this subset, twenty-nine percent of the chronological ages fell within the age range of 6-4 through 6-6. Another twenty-nine percent fell within the age range of 6-10 through 7-0. Twenty-one percent of the suburban chronological ages were within the 7-1 through 7-3 age range. It was noted that although the chronological ages of the children varied throughout the age ranges, the ages from the suburban population were slightly higher than those in the urban population, in general.

When examining the data collected from this subset, another important factor was considered. The factor was that of the primary home language of the children in the subset population. Seventy-five percent of the urban population, from the subset, or twelve children spoke English as their primary home language. In the suburban population, from this subset, one hundred percent or all twenty-four children spoke English as their primary home language.

Table XV illustrates the percentages of correct responses, from the population subset, of children who indicated and demonstrated prior knowledge of nursery rhymes. These children were asked to identify and pronounce each of eleven words in isolation.

Table XV shows that, generally, the percentage scores are higher for the urban population than for the suburban population. The urban population elicited higher percentage scores for the words: malt, crumpled, fleece, lingered, tuffet, curds, bleating, fleeting and crook. The suburban population elicited higher percentage scores for the words: tattered and whey. The word most often pronounced correctly by the urban population was fleeting, with thirty-one and one quarter percent correct. The word tuffet received a score of twenty-five percent correct. The highest suburban score was twenty-nine and seventeen one hundredths percent for each of two words, whey and

Table XV

Nursery Rhyme Vocabulary - Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Words In Isolation Pronunciation		
Word	Urban	Suburban	Total
1. malt	12.50	0.00	5.00
2. crumpled	12.50	8.33	10.00
3. tattered	0.00	4.17	2.50
4. fleece	6.25	4.17	5.00
5. lingered	6.25	0.00	2.50
6. tuffet	25.00	8.33	15.00
7. curds	18.75	8.33	12.50
8. whey	18.75	29.17	25.00
9. bleating	18.75	16.67	17.50
10. fleeting	31.25	29.17	30.00
11. crook	18.75	12.50	15.00

fleeting. The second highest suburban score was twelve and one half percent for the word crook.

After tallying the data for this table, it should be noted that no score for any word, urban or suburban, received a score higher than thirty-one and one quarter percent. All scores elicited a correct response ratio of less than one third correct.

Table XVI illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. These children were asked to define each word, in turn, after being given the correct pronunciation of them.

The data in Table XVI shows that there were no significant differences between the urban and suburban

Table XVI

Nursery Rhyme Vocabulary - Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Words In Isolation Definition		
Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	56.25	50.00	52.50
3. tattered	0.00	0.00	0.00
4. fleece	6.25	0.00	2.50
5. lingered	0.00	0.00	0.00
6. tuffet	0.00	0.00	0.00
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	0.00	0.00	0.00
10. fleeting	0.00	0.00	0.00
11. crook	81.25	66.67	72.50

subset population scores. There were only three words for which any of the first grade children surveyed were able to provide a correct definition. These three words were crumpled, fleece, and crook. The urban population percentage scores were higher for each of these three words. For the word crumpled, the urban percentage score was fifty-six and one quarter percent and the suburban score was fifty percent. For the word fleece, the urban score was six and one quarter percent while there were no correct responses in the suburban portion of this subset. For the word crook, the urban percentage score was eighty-one and one quarter percent whereas the percentage score for the suburban portion of this subset was

sixty-six and sixty-seven hundredths percent. The remaining words: malt, tattered, lingered, tuffet, curds, whey, bleating and fleeting, received no correct definitions to provide any percentage score in either the urban or suburban part of this subset.

Table XVII illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. When each rhyme, in turn, was read orally to the child, the child was asked to, once again, explain the meaning of each word.

Table XVII shows the correct responses when the children in the subset actually received the words in context for the first time. The words receiving some

Table XVII

Nursery Rhyme Vocabulary - Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Words In Context Auditory		
Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	56.25	62.50	60.00
3. tattered	6.25	33.33	22.50
4. fleece	50.00	62.50	57.50
5. lingered	31.25	50.00	42.50
6. tuffet	0.00	0.00	0.00
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	25.00	58.33	45.00
10. fleeting	25.00	33.33	30.00
11. crook	31.25	33.33	32.25

percentage of correct responses were: crumpled, tattered, fleece, lingered, bleating, fleeting, and crook. Examining the scores, it can be seen that the urban percentage scores are lower than the suburban scores in each case. For the word crumpled, the difference between the two scores was six and one quarter percent. For the word tattered, the range between the two scores was twenty-seven and eight one hundredths percent. For the word fleece, the difference between the urban and suburban scores was twelve and one half percent. For the word lingered, eighteen and seventy-five one hundredths percent was the range between the two scores. For the word bleating, the range between the urban suburban scores was thirty-three and thirty-three one hundredths percent. For the word fleeting, eight and thirty-three one hundredths percent was the difference between the urban and suburban scores. Lastly, for the word crook, the difference between the two scores was two and eight one hundredths percent. There were no correct responses to provide and percentage score for the words malt, tuffet, curds, and whey.

Table XVIII illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. Each rhyme, in turn, was read orally to the Table child along with showing the illustration for each rhyme.

XVIII

Nursery Rhyme Vocabulary - Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Words In Context Auditory & Visual		
Word	Urban	Suburban	Total
1. malt	0.00	0.00	0.00
2. crumpled	68.75	75.00	72.50
3. tattered	31.25	50.00	42.50
4. fleece	75.00	87.50	82.50
5. lingered	31.25	50.00	42.50
6. tuffet	31.25	54.17	45.00
7. curds	0.00	0.00	0.00
8. whey	0.00	0.00	0.00
9. bleating	25.00	50.00	40.00
10. fleeting	31.25	50.00	42.50
11. crook	81.25	91.67	87.50

The child was then asked to, once again, explain the meaning of each word.

As in Table XVII, all of the urban percentage scores in Table XVIII fell below those of the suburban scores. The words for which a percentage score was achieved are: crumpled, tattered, fleece, lingered, tuffet, bleating, fleeting, and crook. There was a six and three quarter percent point difference between the two scores for crumpled. For the word tattered, there was a difference of seventeen and three quarters percent between the urban and suburban score. For the word fleece, the difference between the two percentage scores is twelve and one half percent. Lingered had a difference of seventeen and three quarters percent between the two scores. There was a

wider percentage range of twenty-two and ninety-two one hundredths percent for the word tuffet. There was a twenty-five percent range for the word bleating. For the word fleeting, there was a seventeen and three quarters percent range between the two scores. Lastly, for the word crook, there was a ten and forty-two one hundredths percent difference between the urban and suburban scores. Once again, there were no correct responses for which a percentage score could be calculated for the words malt, curds, and whey.

Examining the scores in Tables XVII and XVIII, it can be seen that the scores for the words used in context using both auditory and visual information are slightly higher than for those where auditory context is used alone.

Table XIX illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points the children were asked to interpret and explain the nursery rhyme "The House That Jack Built" using only auditory context clues.

Five main points from the rhyme "The House That Jack Built" were selected. The explanations of this rhyme using only the auditory context clues were tallied for the subset population, according to these five points. Table XVII shows the percentage of correct responses for each of

Table XIX

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

The House That Jack Built
Auditory

Points	Urban	Suburban	Total
1. This is the house that Jack built	81.25	83.33	82.50
2. This is the cat who killed the rat that ate the malt	43.75	41.67	42.50
3. This is the dog that worries the cat	18.75	20.83	20.00
4. This is the maiden who milks the cow with the crumpled horn	0.00	4.17	2.50
5. This is man all tattered and torn who kissed the maiden all forlorn	0.00	0.00	0.00

the five points. For points one, three, and four the suburban portion of the subset population achieved higher percentage scores whereas the urban population achieved a higher percentage score for point two. Neither portion of the subset population responded with any information from point five, thus preventing any percentage score from being achieved. Generally, the percentage score differences between the urban and subset populations are minimal.

Table XX illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery

rhymes. For each of five points the children were asked to interpret and explain the nursery rhyme "The House That Jack Built" using both the auditory context clues and the visual illustrations.

Table XX

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	The House That Jack Built Auditory With Visual		
Points	Urban	Suburban	Total
1. This is the house that Jack built	87.50	91.67	90.00
2. This is the cat who killed the rat that ate the malt	43.75	62.50	55.00
3. This is the dog that worries the cat	31.25	29.17	30.00
4. This is the maiden who milks the cow with the crumpled horn	0.00	4.17	2.50
5. This is man all tattered and torn who kissed the maiden all forlorn	0.00	0.00	0.00

Table XX shows the percentage of correct responses when the children in the subset population were asked to explain the rhyme "The House That Jack Built" using auditory context clues along with the visual illustrations. Examining the percentage scores, it can be seen that, although there are no substantial differences between the urban and suburban scores, there are some differences. For points one, two, and four the suburban

percentage scores were higher. For point three, however, the urban percentage score was higher. Neither the urban or suburban subset population achieved any percentage score for point five.

Table XXI illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points the children were asked to interpret and explain the nursery rhyme "Mary Had a Little Lamb" using only auditory context clues.

Table XXI

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Mary Had a Little Lamb Auditory		
Points	Urban	Suburban	Total
1. Mary had a little lamb; its fleece was white as snow	93.75	70.83	80.00
2. Everywhere that Mary went, the lamb was sure to go	43.75	29.17	35.00
3. It followed her to school one day, which was against the rules	100.00	87.50	92.50
4. It made the children laugh and play to see a lamb at school	12.50	16.67	15.00
5. The teacher turned it out but still it lingered near and waited patiently for Mary to appear	18.75	41.67	32.50

Five main points from the nursery rhyme "Mary Had A Little Lamb" were selected. The explanations of this rhyme, using only the auditory context clues, were tallied for the population subset according to these five points. Examining this table some interesting results can be seen. The urban subset scores for points one, two, and three are somewhat higher than the suburban percentage scores. On the other hand, the suburban subset scores are higher for points four and five. The widest percentage ranges occur between points one and five. The difference between the two subset scores for point one is twenty-two and ninety-two one hundredths percent. On point five, the exact opposite is the case. The suburban subset score is twenty-two and ninety-two one hundredths percent higher than the urban percentage score.

Table XXII illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points, the children were asked to interpret and explain the nursery rhyme "Mary Had a Little Lamb" using both the auditory context clues and the visual illustrations.

Table XXII shows the percentage of correct responses when the children in the subset population were asked to explain the rhyme "Mary Had a Little Lamb" using auditory context clues along with the visual illustrations.

Table XXII

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

Mary Had a Little Lamb
Auditory With Visual

Points	Urban	Suburban	Total
1. Mary had a little lamb; its fleece was white as snow	100.00	91.67	95.00
2. Everywhere that Mary went, the lamb was sure to go	68.75	29.17	45.00
3. It followed her to school one day, which was against the rules	100.00	91.67	95.00
4. It made the children laugh and play to see a lamb at school	18.75	16.67	17.50
5. The teacher turned it out but still it lingered near and waited patiently for Mary to appear	18.75	41.67	32.50

Examining the data in this table some notable results can be seen. The urban subset percentage scores for points one, two, three, and four are higher than the suburban subset percentage scores. Only for point five, was the suburban subset percentage score higher. The most substantial range that occurred between any two subset population scores was for point two with a range difference of thirty-nine and fifty-eight one hundredths percent. Here the urban score was higher, however.

Table XXIII illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points, the children were asked to interpret and explain the nursery rhyme "Little Miss Muffet" using only auditory context clues.

Table XXIII

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Little Miss Muffet Auditory		
Points	Urban	Suburban	Total
1. Little Miss Muffet sat on a tuffet	31.25	37.50	35.00
2. Eating her curds and whey	56.25	29.17	40.00
3. Along came a spider	81.25	54.17	65.00
4. Spider sat down beside her	12.50	37.50	27.50
5. Spider frightened Miss Muffet away	100.00	87.50	92.50

Five main points from the nursery rhyme "Little Miss Muffet" were selected. The explanation of this rhyme using only the auditory context clues were tallied for the population subset according to these five points. Although there are no substantial differences between the urban and suburban subset percentage scores, there are some notable differences. The urban population of the subset produced higher percentage scores for points two, three, and five. While the suburban population of the

subset produced higher percentage scores on points one and four. Some of the percentage differences between the two populations are large enough to deserve mention. For points two and three, where the urban scores were higher, the percentage differences between the scores was twenty-seven and eight one hundredths percent. For point five, the range between the two percentage scores was twelve and one half percent. Here again, the urban score was higher. In point four, where the suburban score was higher, the range between the two percentage scores was twenty-five percent. In point one, the suburban score was five and one quarter percent higher than the suburban percentage score.

Table XXIV illustrates the percentages of correct responses from the population subset of children who

Table XXIV

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

Little Miss Muffet
Auditory With Visual

Points	Urban	Suburban	Total
1. Little Miss Muffet sat on a tuffet	37.50	41.66	40.00
2. Eating her curds and whey	62.50	33.33	45.00
3. Along came a spider	81.25	58.33	67.50
4. Spider sat down beside her	31.25	50.00	42.50
5. Spider frightened Miss Muffet away	100.00	100.00	100.00

indicated and demonstrated prior knowledge of nursery rhymes. For each of five points the children were asked to interpret and explain the nursery rhyme "Little Miss Muffet" using both the auditory context clues and the visual illustrations.

Table XXIV shows the percentage of correct responses when the children in the subset population were asked to explain the rhyme "Little Miss Muffet" using auditory context clues along with the visual illustrations. Examining Table XXIV it can be seen that the results illustrate some important data between the urban and suburban populations of this subset.

The urban population produced higher scores for points two and three, while the suburban population produced higher scores for points one and four. There was a four and fifteen one hundredths percent difference between the scores for point one where the suburban score was higher. For point two, there was a twenty-nine and seventeen one hundredths percent difference between the two subset scores with the urban population achieving the higher score. As in point two, the urban population produced a higher score for point three. This score was twenty-two and ninety-two one hundredths percent higher than the suburban score. In point four, the suburban population produced the higher percentage score. The difference between the two scores was twenty-eight and

three quarters percent. Point five elicited a percentage score of one hundred percent for both the urban and suburban populations.

Table XXV illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points, the children were asked to interpret and explain the nursery rhyme "Little Bo Peep" using only auditory context clues.

Five main points from the nursery rhyme "Little Bo Peep" were selected. The explanations of this rhyme using only the auditory context clues were tallied for the populations subset according to these five points.

Table XXV

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Little Bo Peep Auditory		
Points	Urban	Suburban	Total
1. Little Bo Peep has lost her sheep and can't find them	100.00	91.66	95.00
2. Little Bo Peep falls asleep	25.00	41.66	35.00
3. She dreams she hears them bleating	50.00	45.83	47.50
4. When she awoke; found it a joke; they were still fleeting	6.25	37.50	25.00
5. She took her little crook; determined to find them	81.25	37.50	55.00

Table XXV illustrates some wide differences between the percentage scores. The urban population subset scores were higher for points one, three, and five. While the suburban population subset scores were higher for points two and four. Some of the differences between the urban and suburban population subset scores were somewhat substantial. The urban percentage score for point one was eight and thirty-four one hundredths percent higher than the suburban score. The suburban percentage score was sixteen and sixty-six one hundredths percent higher than the urban score for point two. In point three, the urban score was, once again, higher by four and seventeen one hundredths percent. The difference between the percentage scores for point four was thirty-one and one quarter percent with the higher percentage score for the suburban population. Point five shows the greatest percentage difference between the urban and suburban subset populations. There was a forty-three and three quarters percent difference with the urban population achieving the highest percentage score.

Table XXVI illustrates the percentages of correct responses from the population subset of children who indicated and demonstrated prior knowledge of nursery rhymes. For each of five points the children were asked to interpret and explain the nursery rhyme "Little Bo

Peep" using both the auditory context clues and the visual illustrations.

Table XXVI shows the percentage of correct responses when the children from the subset population were asked to explain the rhyme "Little Bo Peep" using auditory context clues along with the visual illustrations.

Table XXVI

Nursery Rhyme Interpretation-Percentage Correct Responses When Prior Knowledge of Nursery Rhymes Was Evident

	Little Bo Peep Auditory With Visual		
Points	Urban	Suburban	Total
1. Little Bo Peep has lost her sheep and can't find them	100.00	100.00	100.00
2. Little Bo Peep falls asleep	25.00	41.66	35.00
3. She dreams she hears them bleating	43.75	45.83	45.00
4. When she awoke; found it a joke; they were still fleeting	18.75	37.50	30.00
5. She took her little crook; determined to find them	87.50	50.00	65.00

Table XXVI illustrates some rather interesting results. The percentage score for the urban population of this subset was higher for point five only with a difference between the two scores of thirty-seven and one-half percent. The suburban population subset percentage scores were higher for points two, three and

four. There was a sixteen and sixty-six one hundredths percent difference between the two percentage scores in point two, a two and eight one hundredths percent difference between the percentage scores for point three and an eighteen and three-quarters percent difference between the scores for point four. In each case, the suburban population elicited the higher score. In both the urban and suburban populations, the percentage score for point one was one hundred percent.

Comparing Tables XXV and XXVI, it can be seen that the urban percentage scores increased with the use of the illustration along with the auditory context clues in points three, four, and five. The suburban population scores increased with the use of the illustration for points one and five.

Conclusions

Examination and comparison of the data from the surveys and the tables as well as the analysis of both the correct and incorrect responses provided by the children surveyed shows that they genuinely made every attempt possible to decode the words. Many of the children verbalized their decoding attempts. Errors for words in isolation were largely semantic. For example, with the word "malt", many children responded mat, mit, melt, or mallet. Another example of this could be seen with the word "tattered" where many children responded taltered,

talled or tailed. Even with fleece, the semantic errors can be seen where many responses were fleek, feel, fleck, and fleas.

When the children were asked to define the eleven words in isolation, it was obvious that the responses that were given were taken from the children's own prior knowledge and experiences with the words in question. An example of this would be the word "crook" where most often the responses were "someone who steals", "a bad guy", or "a man who breaks in your house and takes things". Another example of this occurs with the word "fleece", when many children defined this word as "the little bugs that get on your dog" or just simply "tiny bugs". The auditory discrimination between the words fleece and fleas is slight. Here again, the children responded with something that was familiar to them.

The data and responses were also examined in relation to how well the children were able to use the auditory context clues to help them understand the nursery rhyme words. The data illustrates that many children try, with every effort, to pull all possible clues from the context when asked to define a word.

Auditory context clues assisted many children with the comprehension of the words they did not understand in isolation. Examples of this fact can be seen in the nursery rhyme "Mary Had a Little Lamb". In order to

identify the word "fleece" as the wool of the lamb, many children needed to hear the actual line from the verse: "Mary had a little lamb; It's fleece was white as snow". Children who had the background experience of knowing what a lamb is or looks like were able to identify fleece once they heard that the fleece was white as snow. Another example of this same situation occurred with the word "bleating" from the nursery rhyme "Little Bo Peep". Initially, the children misinterpreted this word as bleeding defining it as follows: "when you cut yourself you bleed and your blood comes out". However, after hearing the word "bleating" in the context of the rhyme: "she dreamed she heard them bleating". Many children were able to pick up the context clue of "heard them" and associated it with "sound" and then put the two points together answering with "the sound sheep make baa - baa" or just with "baa - baa".

Just as the comprehension of the words in context generally increased overall, the comprehension increased even more when the visual illustrations were added to the use of the word in context. One example of this was the word "crook". Initially many of the children were unable to provide a correct definition of this word when given to them out of context. Their definition was not the correct one for the word as it is used in this nursery rhyme. Although some children were able to comprehend the

word just from the use of the auditory context clues, many more children were able to provide the appropriate definition of the word crook once they saw the illustration. The auditory context clue, "She takes her little crook" helped the children correctly define the word if they had previous knowledge of sheep and how sheep are kept and tended. Those that had minimal background experiences with lambs or sheep needed the illustration where "Little Bo Peep" had her crook in her hand. This illustration in conjunction with the line from the nursery rhyme "And she took her little crook", assisted the children with the identification of the crook. They associated the taking of the crook with what was in her hand. Another example of this same situation occurred with the word "tuffet" from the nursery rhyme "Little Miss Muffet". None of the children were able to correctly identify a tuffet even with the auditory context clues. All they were able to identify was that it was something on which Little Miss Muffet sat. Some children made assumptions and provided answers like blanket, rock stool or pillow. Some children were able to identify a tuffet using the illustrations but, even with the illustrations, the correct responses that a tuffet is a little mound of grass were minimal.

The children were asked to explain each nursery rhyme, in turn, after hearing it read out loud to them.

They were then asked to explain it again after the nursery rhyme was read orally in conjunction with showing the illustration. When comparing the two explanations, the auditory context alone versus the auditory context with the visual illustrations, differences can be found; however, they are not markedly substantial. there were points in each rhyme where the urban population percentage scores were higher while other points from the rhymes found the suburban percentage scores to be higher.

The data from the surveys were compiled, tallied, and organized in various ways in an attempt to establish the findings for a) the total population surveyed; b) the urban versus suburban population, and c) the subset population of children, both urban and suburban, who demonstrated prior knowledge of nursery rhymes. Although there were differences within and between the various categories of scores, generally, it appears that population location or prior knowledge of nursery rhymes had little bearing on the outcome. There were high and low scores in both the urban and suburban populations. There were also no real significant extreme scores for the children with prior nursery rhyme knowledge in comparison to those who had none.

However, even with the sample's best efforts, thirty-six percent of the words were unknown by seventy percent or more of the samples. It can be concluded,

therefore, that most of the children in these samples did not understand the target words and none knew the meaning of all of the words whether they had prior experience with nursery rhymes or used auditory and visual clues to determine the meaning. The hypothesis of this study, that no significant benefits would accrue from learning the meaning of the words was rejected while the hypothesis that children do not use context and illustrations efficiently, at grade one, to understand unknown word meanings was supported, to a large extent.

Implications

We cannot assume that just because children can pronounce a word it does not mean that they comprehend it. Also, seeing or hearing a word in context does not automatically bring true meaning to the unknown word or words. Although illustrations do help with understanding unknown vocabulary in some cases, it does not help in all cases.

There is only one way to insure that children comprehend the word or words in question and that is to teach them specifically. Provide the experience which they may or may not have had in the past. We cannot assume children have had an experience. If we provide it then we know for sure that they have had it.

The natural attraction that children have for nursery rhymes can be used as a catalyst for learning new

vocabulary. There are many words in nursery rhymes which children will see later in their reading. One can use nursery rhymes to teach these unknown words. Later the words learned here could be applied to other activities.

There is a valid argument that many nursery rhymes contain "Old English" or "archaic" words and phrases which are no longer used. This is true, however, there are also many words in these nursery rhymes which are still used. Teach these words and these rhymes. If one of the "Old English" words or phrases surfaces, it can be discussed in relation to a replacement word or phrase which we would use in our language today. Children seem to love nursery rhymes today as they have for years. They find them silly, ridiculous, and fun. Parents and teachers should take advantage of this and use it as a springboard to further learning. Nursery rhymes can be used to teach; children can learn from them. All this and it can be fun also.

Nursery Rhyme Vocabulary - Comprehension and Interpretation Among First Grade Children: Related Research

Without a doubt, the single greatest accomplishment of a primary level child is success in acquiring the skills involved in learning to read and learning to comprehend what is read. Sheppard states that "promoting children's confidence of reading capabilities stimulates a motivation to read more." (Sheppard, 1982, p. 4)

> "Children learn to speak with little apparent difficulty from their experience with oral language. No one directly sets out to teach children to speak; children are surrounded by oral language and they learn to speak. The richer the surrounding the richer the language that is learned." (McCracken, 1983, p. 3)

Right after a child's first utterances of language they begin to learn Mother Goose rhymes, chants and finger plays. Nursery rhymes have been in existence for generations in many cultures. Galeano reports that Mother Goose nursery rhymes have been around since 1697. In the United States alone, they have been in print for over two hundred years according to Sheppard. If one were to look at the Mother Goose rhymes and poetry currently on shelves in bookstores and libraries they would find many current editions with recent copyright dates. What better than this evidence could illustrate the continued popularity of nursery rhymes and verse in general.

Each succeeding generation seems to find sheer delight in the musicality of voice sounds combined with

word meanings. One can find many toddlers running about partially changing and partially singing bits and pieces of nursery rhymes and songs. The more sophisticated preschooler is hard at work mastering a wide variety of traditional nursery rhymes which are repeated with parents, teachers and peers. (Geller, 1983)

> According to the Chicago Board of Education "nursery rhymes are usually the first rhymes heard in childhood and are a natural device for developing listening and speaking prereading skills. These rhymes should be heard and spoken in kindergarten to provide an enjoyable link between the home, school and to serve as a stepping stone to beginning reading vocabulary development and comprehension." (Chicago Board of Education, 1986, p. 3)

Initially, using rhymes that are already known to the children provides a sense of meaning to their first reading experiences. For this reason, it is recommended that teachers become aware of these rhymes. (Partridge, 1984)

These rhymes also provide a large body of material which is flexible enough to allow for a multitude of varied activities which can assist children in gaining control over print media. "Young children are excited about the world of print - even when they play, they write messages and make lists that only they can read. These early experiences are the beginning of literacy development." (Laminack, 1986, p. 46)

Dougherty explains that "nursery rhymes are short,

rhythmical and make sense as a story. That is to say, they have characters, a setting, action and discernible results." (Dougherty, 1989, p. 2) She continues to explain that young children need lines of a story that they can easily comprehend and repeat as a complete story unit.

According to Wright, "rhythm, repetition and rhyme are essential for a young child's growth. Each provides children with the necessary beginning skills and all of these are equally important as a child begins to develop and mature." (Wright, 1979, p. 5)

Words play such a crucial part in rhyme and poetry that children learn to appreciate language through its study. Wade explains that there is an important link between spoken language and literature.

> "The young child who is told nursery rhymes at home and school is led into and imaginative world - a world of oral poetry that lays important foundations for later language work. The child with a rich oral language experience is well set to cope with the abstract quality of written language which . . . forms a stumbling block for many language learners." (Wade, 1982, p. 188)

Geller believes that predictable (nursery) rhymes and rhythms seem to form:

> "Quite naturally segments speech sounds, exposing & highlighting phoneme similarities and differences in a way which normal speech does not. . . . Learning of this verse repertoire contributes to the process of discrimination and categorization of key sound

> structures of language." (Geller, 1983, p. 186)

Bryant cites research "establishing strong links between children's early knowledge of nursery rhymes at three years three months and their developing phonological skills over the next year and a quarter." (Bryant, 1975, p. 407)

Bryant conducted a longitudinal study over a three year period testing the relationship between children's early acquaintance with nursery rhymes and the effect, if any, this acquaintance has on children's reading. The results "showed a strong link between an entirely informal experience early on in a child's life and a formal educational skill which the child must acquire some years later." (Bryant, 1975, p. 425)

> The evidence from this study suggests that "early knowledge of nursery rhymes may play a considerable role in preparing the child for reading and spelling. . . . The evidence suggests that the pathway is through the child's growing sensitivity to the component sounds in words. . . . It is possible that nursery rhymes enhance children's sensitivity to rhyme and this in turn helps them to learn to read. . . . Nursery rhymes also, enhance phonological sensitivity (rhyme and phoneme detection) in general, which in turn enhance reading." (Bryant, 1975, p. 425)

> Bryant further argues that "rhyming skills are especially important because they make it easier for children to learn about sequences of letters shared by words which also rhyme. . . . This seems to suggest that this type of learning may be more important for spelling than for reading." (Bryant, 1975, p. 226)

> Bryant's "results have shown a powerful and lasting connection between the children's early knowledge of nursery rhymes and aspects of their linguistic development later on. The nursery rhyme scores are connected to the development of phonological sensitivity over the next two to three years and, through that sensitivity, are linked to the children's success in learning to read and spell as well." (Bryant, 1975, p. 426)

Partridge argues that "it is believed that there is or can be (improvised and/or adapted) a rhyme for every skill in the reading hierarchy". (Partridge, 1984, p. 2). She continues to explain that "rhymes can be read, chanted, or even sung. They also can be adapted or changed depending upon the specific goals that one has in mind". (Partridge, 1984)

For example, it is very common to teach primary children word families. This lends itself beautifully to the use of rhyme and poetry. Children can identify the phoneme and grapheme similarities in these rhyming words.

Numbers of children can orally recite many of these nursery rhymes, but when it comes time to relate the oral rhyme to the printed word, they encounter difficulty. Others, however, seem to have the ability to transfer from the oral rhyme to the written word virtually on their own and as a result, improve their reading skills.

Partridge cites Murlee Hart's suggestion that teachers relate the oral activity with the visual written word focusing on the rhyming part of the word.

Nist discusses the issue of the importance of using poetry and rhyme with handicapped students. Animals have a special role in children's literature which reflects the "affinity which these children feel for creatures who share their dependence on the adult world." (Nist, 1981, p. 6) Animal literature and poetry are generally attractive to most children, but there is a special benefit for the handicapped child. It provides learning material which engages empathetic interest. When a rhyme or poem is selected, it especially appeals to the handicapped because of its' rhythm and form according to Nist. This rhythm and form provide a structure in which children can participate although they may not be able to "actively participate in rhythmic, physical movement or in precise speech or writing because of their handicap." (Nist, 1981, p. 7)

Glen cites that nursery rhymes tend to have "simple repetitive rhythms, often with a gestural component, but often have complicated words." (Glenn, 1984, p. 73) She suggests adapting nursery rhymes to teach simple words. By keeping the rhythm but using fewer, simpler and repeated words which relate directly to the child's own environment, one can take advantage of the attention gaining capacity of rhymes. This also can provide the students with additional training and practice with words used in their language training program or curriculum.

English as a Second Language (ESL) literature clearly documents the need for "meaningful language in meaningful context" according to Galeano. (Galeano, 1983, p. 2) She reports that elementary ESL teachers have been aware of this fact for years. "Small children will simply not tolerate what is not meaningful to them." (Galeano, 1983, p. 2)

There are many reasons why Mother Goose rhymes are appropriate for use in the ESL classroom. "First they tell a story. Something happens in them that is interesting to children." (Galeano, 1983, p. 2) They also follow basic principles which make up a story. According to Galeano, Oller reports that a good story should have surprise value, interesting characters, meaningful conflicts, action, and they relate to the real world of the students to whom they are aimed. Nursery rhymes also appeal to children's imaginations. (Galeano, 1983).

There are other aspects which also make nursery rhymes and poetry excellent choices for use in the ESL classroom. They have natural rhythm which helps intonation in English. Also, rhyming is a skill often stressed by teachers in primary grades generally so in this way the ESL teacher can reinforce this skill.

Being part of culture in the United States, nursery rhymes should be taught. They provide great opportunity

for discussion which helps to develop oral language and many other skills of ESL students.

Poems and rhymes are ways to involve the entire student and all their learning skills. Skits can be acted out where words and body language both become important forms of communication. The child can see and hear the poem or rhyme. It becomes more than just a series of words.

The child's words become important. They are sharing them with classmates. There is a value to what the child has to say. If the child's words are written down, he/she can go back to the words and read them or pretend to, if he/she cannot read yet. Also the child begins to identify the print on the page with what has been said. This written language now has meaning.

There is a wealth of ideas and topics, according to Galeano, which can be used to assist the ESL student with learning vocabulary and other language skills.

Mother Goose rhymes hold a hidden storehouse of wonderful ideas which can make them come alive for children. These nursery rhymes can be used to teach a variety of subjects: language, history, music, art, reading, health, and much more.

Hurst suggests comparing the various editions of nursery rhymes discussing variations in words and

illustrations; or set rhymes to music and use rhythm instruments.

Awbrey suggests letting Humpty Dumpty help teach math, classification skills, cooking, health and nutrition and much much more.

Laminack suggests making big books, with children, using the children's illustrations and their words. These books can be used for individual or partner reading, large group reading, sharing with other classes and to foster positive attitudes toward reading and writing. (Laminack, 1986)

Galeano suggests classification of articles and things for vocabulary development; teacher oriented questions to foster speaking, writing and reading, and drama or skits for oral language and vocabulary development and expansion.

Curtis explains that after the third grade the traditional nursery rhyme, as we know it, seems to disappear. Hurst adds that all too often, educators feel that nursery rhymes are far too childish for third and even second grade children. Zehm explains how he offended his sixth grade language arts class when he told the class they would be able to recite 'educated' nursery rhymes after they developed their vocabularies.

Hurst explains that if an educator is "willing to spend time with the students, discovering Mother Goose,

sharing the enchanting folk lore and the historical, musical, artistic and cultural lessons in these old rhymes." (Hurst, 1979, p. 27)

> Zehm states that "the enterprising teacher, however, capable of weathering the initial protests of offended preadolescents, may find in the suggested use of nursery rhymes several opportunities to engage their students in productive and lively use of language and accomplish vocabulary enrichment objectives." (Zehm, 1975, p. 141)

Students can revise nursery rhymes and create their own renditions using more extensive vocabulary. One example that Zehm cites is a new rendition of the Mother Goose rhyme "Hey Diddle Diddle"

> "Hey Diddle Diddle
> The Feline and the stringed instrument
> The maternal bovine scaled the lunar orb.
> The diminutive canine convulsed
> At such an exhibition of grotesque agility
> And the platter decamped
> With the substitute receptacle for the fork."
> (Zehm, 1975, p. 141)

When creating their own versions, students use dictionaries and thesaurus' to help them increase their word power. This type of activity helps to:

> "1) Link the study of language and literature more closely.
> 2) Provide an opportunity for lively production of oral and written language.
> 3) Provide a context for genuine vocabulary building.
> 4) Promote the meaningful use of the dictionary and thesaurus."
> (Zehm, 1975, p. 142)

Other activities suggested are: a) Adding a middle stanza to a rhyme; b) Provide questions that require searching through the rhymes for answers; c) Rewrite the rhymes as a newspaper story including all of the details and facts that would make a quality article. Be sure to include a captivating headline; and d) have students select a rhyme and others must try to identify it by asking questions about the rhyme.

Curtis even suggests teaching some of the stories behind the actual rhymes or allegory. "All children enjoy being let in on a secret even though 'the secret' in this sense is entirely metaphoric." (Curtis, 1975, p. 947) For example, if you take the nursery rhyme "Mistress Mary Quite Contrary" and consider the story of Mary Queen of Scots, a contrary minded woman hoping to be the Queen of England someday. Her garden was a lavish - French garden under glass domes. Her silver bells and cockle shells were the esoteric flowers not the simple blue bells of Scotland. The pretty maids all in a row were her ladies in waiting and so on. He further explains that even very young children often comprehend such whimsical cynicism as this. (Curtis, 1975)

Think about it! Take your class on a trip through this magical land where they'll visit Joe Jenkins, Old King Cole, fly seventeen times as high as the moon, see

all the trees become "bread and cheese", and watch "a dish run away with a spoon"! (Hurst, 1979, p. 28)

Although most research found exemplified positive data and information on using nursery rhymes with children both in and out of the classroom, some research found illustrated a markedly opposing viewpoint. In all fairness and to avoid bias, examples of research illustrating opposite viewpoints need to be mentioned.

Lynn argues that nursery rhymes are an over familiar phenomenon.

> "They are filled with archaic language ("Prythee, play me t'other little tune."), unfamiliar images ("What's a carrion cow, Mommy?"), and inexplicable behavior ("Why does the barber want to shave the pig?") and yet they endure . . . Even repeated attacks on their violence and amorality by well - meaning but over zealous parent groups and psychologists have failed to remove them from the scene of early childhood." (Lynn, 1985, p. 3)

This may be the case because nursery rhymes are historically interesting. They may be caches of obscure political satire. Perhaps they refers to real people from history. It may even just be the usefulness of their rhyming and rhythm that extends their life. Lynn believes all of these explanations can be ruled out as reasons for the continued popularity of nursery rhymes. She does believe they are part of our social history and show just how different the past was than the present.

Lynn continues to refute most research claiming that nursery rhymes are good illustrations of plot, character and drama. She cites as her example "The Three Wise Men of Gotham." How is this a condensed story when the first two lines announce that the three men went to sea in a bowl, then the remaining lines conclude "If the bowl had been stronger/My song had been longer?" She feels that the comic impact of this story was not condensed but suppressed altogether.

She continues to argue that most of the rhymes cite everyday events in rural culture of "householders, farmers and tradesmen." The lives depicted are from the sixteenth and eighteenth centuries.

McDonald further argues this negative view of nursery rhymes, claiming that these rhymes show concepts of white supremacy and negative self-image. She believes that these rhymes can have an adverse effect upon children, white as well as black. Citing the nursery rhyme "Rock-A-Bye-Baby" she explains that the words in the rhyme "when the bough breaks the cradle will fall, down will come baby, cradle and all", illustrates a lack of love for children and encourages sibling rivalry. She argues that "one can't honestly say that this rhyme has had no effect upon the number of youngsters who have seen fit to injure or eliminate their younger brothers and sisters." (McDonald, 1974, p. 275)

McDonald indicates that the rhyme "The Old Woman Who Lived In A Shoe" is directly aimed at women with large families and claims this to be very anti-large family also showing lack of love. She continues arguing that this has direct connotations for poor and/or black families where women often find themselves without men and with many children.

McDonald illustrates several rhymes where she argues that they portray unbelievable concepts. For example, "Humpty Dumpty", a rhyme most children in the United States have heard, is about an egg that falls from a wall. She insists that an egg cannot sit on a wall nor is it possible for horses to even consider putting an egg back together.

She concludes that rhymes and other materials need to be created that show, develop, and inspire positive self image for all children especially black children.

According to Lynn, nursery rhymes do continue to amuse and delight despite these arguments.

> "Nursery rhymes endure on their own terms because they encode vital concerns of their double audience. The concerns of the nursery are remarkably conservative and unchanging; the limitations imposed on those who care for small children today are much the same as those imposed when the rhymes first entered the culture. The need to find literary expression for the comfort and the amusement of the subordinate and the vulnerable is in Carl Sandburg's phrase, 'Just the same as it always was.'" (Lynn, 1985, p. 3)

As Mills puts it, poetry (and rhyme) are powerful magic. Children are drawn to them by their rhythm repetition and rhyme, their imagery and use of powerful themes. (Mills, 1980)

> "Poetry enthralls but is also educates. It is a captivatingly useful art form. A poetry program can expand the language experience of children, train listening and speaking skills, and serve as a source of ideas for discussion." (Mills, 1980, p. 3)

Wade explains that rhymes "contribute to children's concepts of story and to their pleasure in language itself" ... It is suggested that the "reading process becomes more difficult when pleasure is not a main part of that process" ... Wade cites a report by the Bullock Committee which states that "adult illiterates consistently say that they never realized that reading was an activity that other people engaged in for pleasure!" (Wade, 1982, p. 194).

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Appendix

October 1991

To Whom It May Concern:

I am a graduate student working toward my Masters of Arts Degree as a Reading Specialist. I am currently working on my masters thesis. The topic that I have chosen is nursery rhymes and what information, such as context and illustrations, children use to comprehend these rhymes and the unknown vocabulary in them.

In order to complete my thesis, I need to survey approximately forty urban and forty suburban first grade children as to their prior knowledge of nursery rhymes and how they proceed in the identification of unknown vocabulary.

I am writing to ask if it would be possible to survey your first grade students in conjunction with this thesis project. All the data collected will remain totally anonymous. The only identification that I do need is each child's birth date in order to establish their exact chronological age, if the child's primary home language is English or something else, and whether the child is male or female.

If you can assist me in the completion of my thesis by allowing me to survey your first grade students, please contact me as soon as possible at the address above.

Thanking you in advance for any assistance that you can provide.

Sincerely,

Ann E. Zachok

October 1991

Dear Parents,

The first grade of our school has been selected to participate in a survey involving nursery rhymes. This survey is to assist in determining how children comprehend and interpret selected rhymes. The study is in conjunction with a master's thesis program. The information will be received through anonymous means. If you have any questions concerning this matter, don't hesitate to call me.

Sincerely,

THE HOUSE THAT JACK BUILT

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the rat,
That ate the malt
That lay in the house that Jack built.

This is the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

THE HOUSE THAT JACK BUILT (con.)

This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the farmer sowing his corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

MARY HAD A LITTLE LAMB

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

It followed her to school one day,
That was against the rule;
It made the children laugh and play
To see a lamb at school.

And so the teacher turned it out,
But still it lingered near;
And waited patiently about
Till Mary did appear.

"Why does the lamb love Mary so?"
The eager children cry.
"Why, Mary loves the lamb, you know,"
The teacher did reply.

LITTLE MISS MUFFET

Little Miss Muffet sat on a tuffet,
Eating her curds and whey;
Along came a spider
who sat down beside her
And frightened Miss Muffet away.

LITTLE BO-PEEP

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.

Little Bo-Peep fell fast asleep,
and dreamed she heard them bleating.
But when she awoke, she found it a joke.
For still they all were fleeting.

Then she took her little crook,
Determined for to find them;
She found them indeed, but it made her heart bleed,
For they'd left their tails behind them.

It happened one day, as Bo-Peep did astray
Unto a meadow hard by,
There she espied their tails, side by side,
All hung on a tree to dry.

She heaved a sigh and wiped her eye,
And ran o'er hill and dale,
And tried what she could, as a shepherdess should,
To tack each sheep to its tail.

NURSERY RHYME SURVEY

1) Boy Girl 2) Grade _____

3) Birthdate ___/___/___ Age Years _____ Mos _____

4) Primary language spoken at home:

English Other

5) Were you taught nursery rhymes?
(Give example if necessary - Mother Goose)

Yes No

6) Do you know:
(List each word separately on a card.)

				Response (If Any)
a)	malt	Yes	No	_____
b)	crumpled	Yes	No	_____
c)	tattered	Yes	No	_____
d)	fleece	Yes	No	_____
e)	lingered	Yes	No	_____
f)	tuffet	Yes	No	_____
g)	curds	Yes	No	_____
h)	whey	Yes	No	_____
i)	bleating	Yes	No	_____
j)	fleeting	Yes	No	_____
k)	crook	Yes	No	_____

If the answer is no to any word, tell child the word and ask the meaning.

7) Do you know what this word means?

				Response (If Any)
a)	malt	Yes	No	_____
b)	crumpled	Yes	No	_____
c)	tattered	Yes	No	_____
d)	fleece	Yes	No	_____
e)	lingered	Yes	No	_____
f)	tuffet	Yes	No	_____
g)	curds	Yes	No	_____
h)	whey	Yes	No	_____
i)	bleating	Yes	No	_____
j)	fleeting	Yes	No	_____
k)	crook	Yes	No	_____

Read each nursery rhyme one at a time.

8) After reading each rhyme, ask:
Would you know what this words means now?

				Response (If Any)
a)	malt	Yes	No	_____
b)	crumpled	Yes	No	_____
c)	tattered	Yes	No	_____
d)	fleece	Yes	No	_____
e)	lingered	Yes	No	_____
f)	tuffet	Yes	No	_____
g)	curds	Yes	No	_____
h)	whey	Yes	No	_____
i)	bleating	Yes	No	_____
j)	fleeting	Yes	No	_____
k)	crook	Yes	No	_____

9) What do you think this story/rhyme is about?
(If the child can not answer this question, ask it again after illustrations are shown.)

10) If this word is still unknown after hearing it in context, show student the illustrations and ask: Does this picture help you understand what this word means:

				Response (If Any)
a)	malt	Yes	No	_____
b)	crumpled	Yes	No	_____
c)	tattered	Yes	No	_____
d)	fleece	Yes	No	_____
e)	lingered	Yes	No	_____
f)	tuffet	Yes	No	_____
g)	curds	Yes	No	_____
h)	whey	Yes	No	_____
i)	bleating	Yes	No	_____
j)	fleeting	Yes	No	_____
k)	crook	Yes	No	_____

11) After showing illustration, ask "What do you think this story/rhyme is about.

References used in this survey:

Fujikawa, Gyo. Gyo Fujikawa's Original Mother Goose. New York: Grosset and Dunlap 1968.

"Poems and Rhymes", Childcraft: The How and Why Library, Volume 1. Chicago: Field Enterprises Educational Corporation 1966.